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ABSTRACT

The Career Exploration in Computers Project assisted 146 young people between 18 and 21 who were employed during the summer in the Head Start program. The project introduced and reinforced the concept of career choice and broadened the perspective of those in data processing career tracks. Four populations were served: adults preparing for the General Educational Development exams; clients of the Rural Women Proprietorship Project; participants in Hazard Community College's Career Awareness Program for Single Parents and Homemakers; and high school teachers receiving curriculum enrichment inservice training. The report itself describes the project's goals and objectives, summarizes results, describes additional outreach generated by the project, and offers reflections on its future impact. Five appendices form the bulk of this document. They consist of: a list of career exploration workshops--January to September 1987; press releases; a letter of appreciation; materials on the Career Exploration Workshop consisting mainly of excerpts from the Vocational Biographies Career Finder Counselor's Manual; and the Career Finder Questionnaire for those entering the program. (NLA)

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Final Report
Career Exploration in Computers Project
Hazard Community College
Hazard, Kentucky

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Introduction

In December, 1986 Kentucky's Office of Vocational Education funded a special project on Career Exploration in Computers at Hazard Community College under the Vocational Education Sex Bias and Stereotyping Program.

From January through September, this project directly served 765 residents of HCC's service area. Workshops were held for over 300 area high school students as well as for 84 individuals studying or employed in computer-oriented careers.

The project assisted 146 young people between the ages of 18 and 21 years who were employed during the summer in the LKLP Head Start program sponsored by the JTPA. The project offered assistance to adults preparing for the GED exams, to clients of the Rural Women Proprietorship Project and to participants in HCC's Career Awareness Program for Single Parents and Homemakers. It was also used as part of a Curriculum Enrichment in-service training day for Perry County high school teachers.

A complete roster of groups served is included as Appendix I of this report.

When one considers the multiplier effect of these individuals in their own families or among their co-workers and friends, as well as the general publicity the project

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generated, the concepts of (1) career choice and of (2) career mobility in computer related fields were widely disseminated.

Project Goals and Objectives

The Career Exploration in Computers project had two primary goals:

I) To introduce and reinforce the overall concept of career choice in Hazard Community College's five-county service area (Breathitt, Knott, Leslie, Letcher and Perry Counties in southeastern Kentucky)

II) To broaden the perspective of people considering or already employed in data processing career tracks so they can pursue career options beyond entry-level or dead-end jobs

Goal I: The Concept of Career Choice

The primary objective for achieving Goal I (introducing the concept of career choice) was "to conduct a public awareness campaign during the first six months of 1987 to introduce and reinforce the notion of choice."

This objective was identified as critical for two reasons. First, the concept of career choice -- based on one's interests and talents -- has not been widespread in

southeastern Kentucky for men or for women because the coal/dole economy has generated a sense, and often a reality, of limited options, and thus limited aspirations.

Secondly, particularly for women in the mountains, sex roles have been very traditionally defined. Thus, the need to introduce and reinforce the concept of choice, and to stimulate the motivation for vocational training and education that such internalized direction can foster, was clear.

Specific services were defined by which this objective was to be achieved. A summary of their results follows:

(A)	Introduce 150-250 people to the concept of career choice and the availability of our computer literacy course via the January computer fair	This initial step in the project proved disappointing. The fair's location was originally to have been in a large shopping center where numerous passers-by could drop in and take part. These logistics were not able to be worked out by the sponsoring agency, so the fair was moved to HCC's Business & Industry Technical Assistance Center, a new location, which had not been well-established and which was not situated to attract walk-in business. Only 10 persons worked at the Career Exploration Corner. On the other hand, the Career Exploration Corner received media coverage in papers throughout the region (see Appendix IIB). This initial effort, then, while it did not serve the numbers originally anticipated, did introduce the project's concept throughout HCC's service area and also pulled together the staff members so that by February, the project team was united, trained and prepared to move on to the next service.

(B) Introduce roughly 300-400 high school students to the concept of career choice and the availability of our computer literacy course via at least 4 presentations in area high schools by June 30	By the end of June, 333 area high school students had been through the career exploration workshop, including the hands-on computerized career finder unit. There were some serious difficulties as well as some real successes in this aspect of the project. There was enormous difficulty in generating cooperation from local school teachers and counselors. Many were suspicious that this project was an admissions/recruiting effort in disguise. Others were intimidated by the computers themselves. The Project Director spent countless hours on the telephone trying to arrange for workshops. It is a testimony to her perseverance that this project was able to deliver services at all to area students. Where the project <u>was</u> allowed in, ethusiasm for its impact was high (see Appendix III).

Goal II: <u>Broadening the Perspective of People Considering or Already Employed in Data Processing</u>

A second goal of this project was to broaden the perspective of persons studying for or already employed in data processing, to encourage them to develop more advanced-level training so as not to remain at entry-level or dead-end jobs. Key to this effort was introducing the concept that the computer is a tool, and that mastering its operation is just the first step in a career, rather than an end in and of itself. The objective specified for achieving this goal was "to provide a unique type of computer literacy program which would emphasize the user's control over the

computer to achieve personal career goals rather than merely teaching entry-level data entry and retrieval operations."

Specific services were defined by which this objective was to be achieved. A summary of their results follows.

(A) Introduce approximately 100-150 people who are studying or already employed in data processing to options for career mobility using their computer-based skills.	HCC's data processing major is one of the most rapidly expanding programs at the College. Unlike many other regions of the country where the market for these graduates is approaching saturation, the need for skilled data processing personnel is still growing throughout the College's service area. HCC's Data Processing program has been undergoing major revisions during the past year. The College has invested heavily in adding instructors and essential equipment. This particular grant project added an essential component to the work of the new data processing instructional team by providing a catalyst toward moving the focus still further from "getting a job" to "beginning a career." As the faculty built this message quite directly into their classroom discussion, and as the program upgraded gradution requirements and hands-on experience to match, the whole perspective shifted, and a true <u>career</u> program has emerged from what had been a good, but more limited focus skills program. Some 67 persons studying in both accounting and data processing programs were introduced to this concept of career choice <u>and</u> career mobility during the project period. An additional 17 persons, already (Continued)

	employed in the field, attended advanced skills workshops with career mobility as the emphasis. A major employer of data processing personnel in this region is the banking industry. Surprisingly, all banks contacted about skills upgrading workshops for their employees declined the offer. This had been a prime target mar- for the project, since so many of the college's data processing graduates have found employment there. The lack of response by the banking industry was a serious disappointment.
(B) Provide a career exploration-oriented computer literacy course to at least 20 participants drawn from the external workshops conducted as part of this project	This effort attracted a tremendous response, with 200 persons benefitting from the workshop. Despite the frustrations the project team faced in trying to place the program in high schools and banks, the word-of-mouth spread, and some exciting outreach occurred in some unanticipated, but most appropriate corners. Fifty students in the gifted program at the R.W. Combs elementary school attended a special day at the College, and the career exploration workshop was adapted for their age range and conducted for them. In June, 146 LKLP Head Start participants, ages 18-21, sponsored by the JTPA, requested the workshops, and over 4 days, all gained access to it. Then in August, Perry County educators requested that an in-service program be conducted for representatives from their high schools, so that they could better understand the project and generate more involvement for the coming school year in their schools.

Additional Outreach Generated By The Project

In addition to the 627 persons served through the specific objectives of the project, as it was initially proposed, an additional 138 benefitted from the workshops.

Participants in the Career Awareness program for Single Parents and Homemakers and in the Rural Women Proprietorship Program -- both funded by the Office of Vocational Education -- benefitted during the project's duration.

The College's own career counselling program utilized the workshops as part of freshmen orientation exercises for technical students, finding, as did most participants, that the motivational stimulus of the workshop helped to keep participants focussed on why it was they were pursuing their training or education. Some adult students, preparing for their GED exams at the College's Learning Lab, learned about the career finder workshop, and requested it for themselves.

Future Impact of the Project

That the project successfully introduced the topic of career choice to the region is clear. Hundreds of area residents participated. WYMT-TV televised the workshops in April at Knott Central High School. Local papers covered the January Career Exploration Corner. The College's Career Counselor was invited to speak on a radio talk show in Hindman.

By the end of the project period, the project's services were being requested by other job training agencies in the area, and the local high schools were lowering their resistance and seeking avenues of cooperation for 1987-88.

There are several specific ways in which this project will live on:

(1) In-service training for HCC faculty to make them more aware of the career-finder workshop and how they can use it with the students -- traditional and nontraditional -- that HCC serves

(2) Ongoing introduction of the workshop into such special projects at the College as the Career Awareness Program for Single Parents and Homemakers, the job training program for Older Workers, the Rural Women Proprietorship Project and the Entrepreneurship Training Program for Dislocated Coal Miners, as examples

(3) Continued use in freshman orientation and ongoing career counseling activities for technical students at the college

(4) Follow-up as requested by area schools

(5) Follow-up as requested by area job training agencies

This project has added an important new component to the community service programs of the College. To the extent that the current faculty <u>can</u> respond to requests for these workshops, they will.

There is a belief among the team who developed the project that additional funds could be used most effectively to build upon the inroads made during this project period. Their recommendation would be for a career training specialist to be added to the College's outreach staff, to continue the project and to take it further in the region.

Current faculty are immersed in teaching. HCC has had a 64% increase in students and only a 29% increase in faculty in the past two years. The fact that any community service is performed on top of these unprecedented teaching loads is a testimony to the HCC faculty's dedication. There simply is not time enough for the current team to pursue proactively the potential interest in this career development area. At best, they can try to respond to inquiries from outside.

A liaison with the community, to follow up with schools, agencies and industries whose personnel could use this service, could take this vocational/career concept program from what has proven to be a very positive first step into a fruitful next phase for the people of this region. Such a liaison person could also engage in tracking students exposed to the program to see, longer-term, whether it has a sustained impact on motivation and educational pursuit.

Appendices

Appendix IA

Career Exploration Workshops
January - September, 1987

January 31	Computer Fair Business & Industry Technical Assistance Center Hazard Community College	10
March 3	Leslie County High School	3
March 3,10, 17,24,31	advanced skills workshop for mid-managers of local businesses	8
March 19	Knott Central High School	75
April 7	Data Processing students Hazard Community College	20
April 14	M.C. Napier High School	30
April 14	Data Processing Students Hazard Community College	9
April 14	Accounting students Hazard Community College	10
April 14	Data Processing students Hazard Community College	18
April 15	R.W. Combs gifted students program	50
April 21	Accounting students Hazard Community College	10
April 23	Knott Central High School	75
April 24	Business Career Day for area high school students Hazard Community College	150
June	GED students Learning Lab Hazard Community College	10

June 3,10, 17,24	advanced skills workshop for mid-managers and secretarial staff for local office of U.S. Army Corps of Engineers	6
June 16,18, 24&25	LKLP Head Start students JTPA summer program	146
July 7,14, 22&30	Freshmen orientation for technical students Hazard Community College	107
August 11	Perry County High School Teachers' in-service day	4
August 31 September 3, 10,17,21	Rural Women Proprietorship Project	9
September	Career Awareness Program for Single Parents and Homemakers Hazard Community College	12
September	advanced skills workshop for supervisors and secretaries for local Office of U.S. Department of Labor	3
		765

APPENDIX II-A

Hazard Community College News

One Community College Drive Highway 15 South

Hazard, Kentucky 41701 (606)436-5721

January 29, 1987

Release Date: - **Contact Person:** Kim Hanson Willens

HCC Career Counselor Debbie Cox runs through the "Career Finder" program as Data Processing Instructor Joe Hayden looks on. Both will be available at the Business & Office Automation Show, January 31, 10 a.m. at HCC's BITAC Center, 825 High Street, Hazard.

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Business computer class

Hazard Community College sponsors a Business and Office Automation Show on Saturday, January 31 beginning at 10 a.m. The Show will be held at the College's new downtown Business & Industry Technical Assistance Center (BITAC), on the 3rd floor of the Starr Building, 825 High Street in Hazard.

"This show is designed to give local business owners and managers an opportunity to see first-hand the latest technology that can help increase the profits and organize the work of your office," says HCC Data Processing Instructor Joe Hayden, who is coordinating the show. Representatives from Ashland Office Supply, GTE, NCR, CBM - Lexington, JIL Office Systems, Radio Shack and others will be on hand to show how their equipment works and how it can help an office run more efficiently.

"Many small businesses don't realize how much time this equipment can save," says Hayden. "The idea of computers tends to put you off a little. But in a small business, your time is your money. We're doing this show so people who'd like to know more can find out the answers to their questions in a low-key, service-not-sales oriented atmosphere," he continues.

Hayden describes these benfits of attending the show:

"•you can compare products of many different manufacturers in one convenient location

•you can learn how this equipment might help simplify your work

•you can make contacts for future reference with local product representatives

•you can see ways of saving time and money"

The BITAC Center was established last fall to assist small businesses with management, marketing and operations. Center Director Wayne M. Larsen encourages all small business owners and managers to "take advantage of this Computer Fair. It's free of charge, and an ideal way to introduce yourself painlessly to new business and office technology."

For further information, call BITAC at 439-5856 or the College at 436-5721.

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Career Exploration

A special feature at the Business & Office Automation Show January 31 will be a "Career Exploration Corner" sponsored by the Kentucky Office of Vocational Education and directed by Debbie Cox, Hazard Community College's Career Counselor.

"We will have a shortened version of the 'Career Finder' software we use here at the College," Cox reports. "People can log in the answers to some questions about their interests, and skills, and then receive a computerized analysis of vocational areas that might be especially satisfying for them. I'll be there to talk with anyone who wants to go into more detail about ways of exploring careers that might be open to them," Cox concludes.

The Business & Office Automation Show will be held in the College's new downtown BITAC Center located on the 3rd floor of the Starr Building at 825 High Street in Hazard. BITAC stands for Business and Industry Technical Assistance Center.

The Show features all kinds of computers, cash register systems, telephones and desktop publishing equipment and is designed to introduce small business owners and managers to the new technology that can help save them time and money. The public is invited to attend. The Show is free of charge, as is the Career Exploration Corner.

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APPENDIX II-C

Three new faculty join HCC

With the enrollment increase experienced this year at Hazard Community College, the College has added three additional faculty members who began teaching this week, reports Dr. G. Edward Hughes, Director.

David Naylor of Elizabethtown has been appointed as Instructor in English and Developmental Writing. Most recently he was teaching at Lexington Community College. He holds an M.A. in English from the University of Kentucky, where he is currently completing his Ph.D. While a masters-degree candidate at UK, he won the Best Teaching Assistant Award. He also holds a Masters degree in Divinity from the Perkins School of Theology at Southern Methodist University, Dallas Texas. Naylor is a cum laude graduate of UK, S.M.U. and of Kentucky Wesleyan College, where he earned his B.A. in English. He is also experienced in writing and editing for publication.

Lou Vera Fulton of Neon has been appointed an Instructor in Business & Office Education. Fulton holds a B.S. in Business Education from Morehead State and also brings extensive experience from the world of work in typing, word procesing, calculating machines, math for finance, machine transcription, medical terminology and filing. She teaches by using an individualized lab approach, and is accomplished at teaching children and older returning students, as well as traditional college-age students. She has been a Business Lab Assistant at HCC since 1982.

Dr. Joseph Chukwu of Owutu, Nigeria has been appointed Assistant Professor of Mathematics. He holds his B.A. and M.A. in Mathematics from Eastern Illinois University and his Ph.D. in Mathematics Education from Southern Illinois University-Carbondale. Since 1980, he has taught at both Eastern and Southern Illinois Universities and served also as the Director of the Math Lab at the Webb School in Bell Buckle, Tennessee. His specilization is in developmental mathematics and he has published in that area, including a recent article in the **Illinois Mathematics Teacher** on "Translational Difficulties in Solving Verbal Problems."

Dr. Jeffrey Willens, Academic Dean at HCC, commented that "we count ourselves as truly blessed in finding three such highly qualified new faculty members to come begin this new year with us." He continued, "they bring a wealth of experience and a depth of conviction about the role higher education plays in helping people realize their dreams for the future. Our College and this community are fortunate to have these individuals here."

HCC will be enrolling students for its spring semester through January 24. Call 436-5721 for further information. Mountaineer 1/22/87

Career Exploration Corner Planned For Business And Office Automation Show January 31

A special feature at the Business & Office Automation Show January 31 will be a "Career Exploration Corner" sponsored by the Kentucky Office of Vocational Education and directed by Debbie Cox, Hazard Community College's Career Counselor.

"We will have a shortened version of the 'Career Finder' software we use here at the College," Cox reports. "People can log in the answers to some questions about their interests, and skills, and then receive a computerized analysis of vocational areas that might be especially satisfying for them. I'll be there to talk with anyone who wants to go into more detail about ways of exploring careers that might be open to them," Cox concludes.

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The public is invited to attend. The Show is free of charge, as is the Career Exploration Corner.

For further information, call 436-5721. Community Ads 1/29/87

KNOTT COUNTY CENTRAL HIGH SCHOOL

P. O. BOX 819, HINDMAN, KENTUCKY 41822
TELEPHONE: 606-785-3166

BRADY W. SLONE
PRINCIPAL

October 7, 1987

Debbie Cox
Career Counselor
Hazard Community College
Hazard, Kentucky 41701

Dear Ms. Cox:

I am writing to let you know how much I appreciated your career counseling session with our students last year. Many students made comments as to how interesting and informative your program had been. The students especially enjoyed the computer print-out of the results of their interest survey.

Career counseling is a very valuable tool for use in working with high school students who are making plans for their future. If you would like to visit our school and conduct similar sessions this year, we would be very pleased to have you and your staff to come back.

Again, thank you for the excellent program provided by you and your staff.

Sincerely,

Judy C. Martin

Judy C. Martin
Counselor

JCM:cf

APPENDIX IVA

The Career Exploration Workshop

I. Introduction of concept of career choice

II. Review of the sex role stereotypes that can keep persons from considering jobs that might attract them

III. Introduction of the career finder program

IV. Administration of questionnaire

V. Lab assistant assists participants with inputting responses into computer

VI. Computer print-outs received and review conducted of how to use them to continue one's career exploration

Note: Because there were many more students than available computers, the questionnaire was administered on paper in advance so that responses could be fed in more rapidly. This proved to be a useful accommodation to the press of numbers. A sample paper questionnaire appears as Appendix V.

The Career Finder Counselor's Manual details the specific types of issues raised in the workshops. A copy of excerpts from that manual comprises the remainder of Appendix IV.

Vocational Biographies
CAREER FINDER
COUNSELOR'S MANUAL

by

MARILYN MAZE

and

PATRICIA WALDREN

April, 1986

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3. HOW Vocational Biographies CAREER FINDER WORKS

Vocational Biographies CAREER FINDER is completely self-instructional and user friendly. No special instructions are needed for anyone having used a microcomputer before. There is no need to read the Counselor's Manual before using Vocational Biographies CAREER FINDER. There is a definite need, however, for counselors to read the section "Interpreting CAREER FINDER" before interpreting client results.

Vocational Biographies CAREER FINDER has been written at the lowest possible reading level so that clients of all ages and abilities will find it easy to use and understand.

CAREER FINDER QUESTIONS

Eighteen (18) questions are presented on the following topics.

INTERESTS

1. Using Words (High, Medium, Low, or Skip)
2. Using Numbers (High, Medium, Low, or Skip)
3. Understanding Science (High, Medium, Low, or Skip)
4. Understanding People (High, Medium, Low, or Skip)
5. Using Art (High, Medium, Low, or Skip)
6. Attending to Details (High, Medium, Low, or Skip)
7. Leading Others (High, Medium, Low, or Skip)
8. Helping Others (High, Medium, Low, or Skip)
9. Making Things (High, Medium, Low, or Skip)
10. Growing Things (High, Medium, Low, or Skip)

TYPE OF WORK

11. Physical Activity (High, Medium, Low, or Skip)
12. Change (High, Medium, Low, or Skip)
13. Meeting People (High, Medium, Low, or Skip)
14. Travel (High, Medium, Low, or Skip)
15. Drive (High, Medium, Low, or Skip)
16. Independence (High, Medium, Low, or Skip)
17. Style (Elegant, Formal, Casual, or Skip)
18. Training (Graduate School, College, Vocational, High School, or Skip)

The basis for selecting the questions was that they be important factors in making career choices and also that they be important issues to clients. Careful attention has been given to avoid using counseling jargon in the program.

Clients do not have to answer all of the questions before requesting a list of occupations to match. In fact they can answer as few as one (1) question before asking for a list of occupations. They can also back up to change a previous answer or reread a previous screen.

Vocational Biographies CAREER FINDER COMMANDS

Q - Questions: To answer the questions, beginning with #1. A list of occupations is automatically printed at the end of the questions. If the user leaves the questions before completing them, using Q will give them the choice of going back to where they stopped, or starting over at the beginning.

L - List: Automatic when questions are finished. May be requested at any time during the questions or in the rest of the program. Produces a listing of occupational groups and scores, then lists the 20 best matching occupations. If a printout is requested, a summary of answers given is also printed.

F - Fit: Shows how well an occupation fits the client's answers. Lists the questions with the client's responses and the occupation's requirements. Also indicates how well each answer fits the occupation (Yes, Almost, No). Can be printed.

C - Change: To change answers and ask for a new list.

I - Info: To get information about any occupation in the program (whether it is on the 20 best matching occupations list or not).

S - Stop: To end. Gives a Goodbye Message.

H - Help: To see a list of the instructions. (These commands are shown).

. - Period: To get back to menu (when you don't remember the SOC numbers of your matches, for example. Then ask for List. There is no waiting for the list because the computer keeps this information readily available.)

4. SAMPLE PRINTOUT

The sections of Vocational Biographies CAREER FINDER (e.g. Questions, List, Fit and Info) can be used in any order. You can choose what to print and what not to print. This printout shows the usual order for using the sections of the program. It also shows what you can get if you print everything you are given the option to print.

Results of Career Finder
For John Smith on April 24, 1986

List of Groups and Occupations for John Smith

John, these are the answers you gave:

1.	Using Words.....Medium	10.	Growing Things.....Low
2.	Using Numbers.....Medium	11.	Moving Around.....Low
3.	Understanding Science.....Low	12.	Change.....Medium
4.	Understanding People.....High	13.	Meeting People.....High
5.	Using Art.....Low	14.	Travel.....Medium
6.	Attending to Details.....Medium	15.	Drive.....High
7.	Leading Others.....High	16.	Independence.....High
8.	Helping Others.....High	17.	Style.....Casual
9.	Making Things.....Low	18.	Training.....Vocational

These answers were used to calculated the scores listed below. If you change your answers, your scores will change.

John, before looking for specific occupations, Career Finder looks at groups of occupations. These 21 groups include all of the occupations. A score is listed for each group. Use these scores to decide which types of occupations are best for you. The scores can go from 100 to 0. Look for your 3 highest scores. You will probably find occupations you like in those groups. Also look for the 3 lowest scores. You probably will not like the occupations in those groups.

Groups:	Scores:
10/ADMINISTRATORS & MANAGERS	80
16/ENGINEERS & ARCHITECTS	58
17/NATURAL SCIENTISTS & MATHEMATICIANS	55
19/SOCIAL SCIENTISTS AND LAWYERS	83
22/TEACHERS LIBRARIANS & COUNSELORS	80
26/HEALTH DIAGNOSING & TREATING	72
29/NURSES & THERAPISTS & PHARMACISTS	63
32/WRITERS & ARTISTS & ENTERTAINERS	52
36/HEALTH TECHNOLOGISTS & TECHNICIANS	69
37/TECHNOLOGISTS & TECHNICIANS	55
40/MARKETING & SALES OCCUPATIONS	83
45/ADMINISTRATIVE & CLERICAL SUPPORT	55
50/SERVICE OCCUPATIONS	61
55/AGRICULTURAL FORESTRY & FISHING	44
60/MECHANICS & REPAIRERS	58
63/CONSTRUCTION & EXTRACTIVE OCCUPATIONS	55
67/PRECISION PRODUCTION OCCUPATIONS	52
71/PRODUCTION WORKING OCCUPATIONS	47
81/TRANSPORTATION & MATERIALS MOVING	55
85/HANDLERS & HELPERS & LABORERS	47
91/MILITARY OCCUPATIONS	58

These are the 20 occupations with the highest scores.

Occupations:	Scores:
ADMINISTRATORS & MANAGERS	
1321 PRODUCTION SUPERINTENDENTS	83
1352 RECREATION PROGRAM DIRECTORS	88
1355 UNION BUSINESS REPRESENTATIVES	86
1431 RECRUITERS	83
1432 EMPLOYMENT INTERVIEWERS	88
1442 BUYERS	83
SOCIAL SCIENTISTS AND LAWYERS	
1911 ECONOMISTS	86
2029 PAROLE AND PROBATION OFFICERS	83
2030 COMMUNITY ORGANIZATION WORKERS	100
2032 SOCIAL WORKERS	86
2034 RECREATION LEADERS	94
2042 CLERGY	86
TEACHERS LIBRARIANS & COUNSELORS	
2210 UNIVERSITY AND COLLEGE TEACHERS	86
2320 ELEMENTARY SCHOOL TEACHERS	83
2330 SECONDARY SCHOOL TEACHERS	83
2350 SPECIAL EDUCATION TEACHERS	83
2390 TRAINERS	91
2401 REHABILITATION COUNSELORS	83
WRITERS & ARTISTS & ENTERTAINERS	
3400 ATHLETIC INSTRUCTORS	83
MARKETING & SALES OCCUPATIONS	
4122 INSURANCE SALESPEOPLE	86
4123 REAL ESTATE SALESPEOPLE	86
4210 ELECTRONICS PRODUCTS SALES REPRESEN	83
4242 COMPUTER SALES REPRESENTATIVES	83
4243 APPAREL SALES REPRESENTATIVES	83
4366 CONSUMER PRODUCTS DEALERS	83
SERVICE OCCUPATIONS	
5131 INVESTIGATORS	83
5255 TOUR GUIDES	91
TRANSPORTATION & MATERIALS MOVING	
8217 ROUTE SALESPEOPLE	83

FIT for 2030 COMMUNITY ORGANIZATION WORKERS — Score= 100

Question	You	Occ.	Fit?
A. Interests			
1. Using Words	Medium	Medium	Yes
2. Using Numbers	Medium	Medium	Yes
3. Understanding Science	Low	Low	Yes
4. Understanding People	High	High	Yes
5. Using Art	Low	Low	Yes
6. Attending to Details	Medium	Medium	Yes
7. Leading Others	High	High	Yes
8. Helping Others	High	High	Yes
9. Making Things	Low	Low	Yes
10. Growing Things	Low	Low	Yes
B. Types of Work			
11. Moving Around	Low	Low	Yes
12. Change	Medium	Medium	Yes
13. Meeting People	High	High	Yes
14. Travel	Medium	Medium	Yes
15. Drive	High	High	Yes
16. Independence	High	High	Yes
17. Style	Casual	Casual	Yes
18. Training	Vocational	Vocational	Yes

INFO for 2030 COMMUNITY ORGANIZATION WORKERS

COMMUNITY ORGANIZATION WORKERS HELP PEOPLE GET THE SERVICES AND PROGRAMS THEY NEED FOR SUCH THINGS AS PUBLIC HOUSING, EMPLOYMENT, OR SOCIAL INSURANCE.

You need either two years of college or three years of apprentice-type training before starting this job.

You will probably start at between $9,300 - $18,000/year ($775-$1500/month or $4.45-$8.65/hr).

To get a job in this field, you may have to start in a lower level job, move to another place, or get on a waiting list.

For more information:

Vocational Biographies

For stories of real workers in this and/or similar careers, look up the following VOCATIONAL BIOGRAPHIES: (Note that the letter and first number are the 'Book Number' and the last two numbers are the 'Story Number'.)

P4-15 ENERGY CONSULTANT
03-08 UNEMPLOYMENT CLAIMS SUPR
02-03 RESIDENCE SUPR FOR RETARDED
L3-23 GOVT SERVICES COORD
L2-25 COMMUNITY HEALTH COORD
07-08 ADULT DAY-CARE CTR DIR

Occupational Outlook Handbook
Page(s) 88,220

Guide for Occupational Exploration
11.07.01

FIT for 2034 RECREATION LEADERS

Score= 94

Question	You	Occ.	Fit?
A. Interests			
1. Using Words	Medium	Medium	Yes
2. Using Numbers	Medium	Low	Almost
3. Understanding Science	Low	Low	Yes
4. Understanding People	High	High	Yes
5. Using Art	Low	Medium	Almost
6. Attending to Details	Medium	Medium	Yes
7. Leading Others	High	High	Yes
8. Helping Others	High	High	Yes
9. Making Things	Low	Low	Yes
10. Growing Things	Low	Low	Yes
B. Types of Work			
11. Moving Around	Low	Low	Yes
12. Change	Medium	Medium	Yes
13. Meeting People	High	High	Yes
14. Travel	Medium	Medium	Yes
15. Drive	High	High	Yes
16. Independence	High	High	Yes
17. Style	Casual	Casual	Yes
18. Training	Vocational	Vocational	Yes

INFO for 2034 RECREATION LEADERS

RECREATION LEADERS ORGANIZE AND LEAD ACTIVITIES SUCH AS GAMES, SPORTS, OR DRAMATICS TO HELP ENTERTAIN PEOPLE.

You need either two years of college or three years of apprentice-type training before starting this job.

You will probably start at between $7,500 - $12,000/year ($625-$1000/month or $3.60-$5.75/hr).

After you know how to do this work, you may have to look for several months to a year before you find a job.

For more information:

Vocational Biographies

For stories of real workers in this and/or similar careers, look up the following VOCATIONAL BIOGRAPHIES: (Note that the letter and first number are the 'Book Number' and the last two numbers are the 'Story Number'.)

P5-22 YOUTH MINISTER
M5-24 YOUTH CLUB EXEC DIR
N7-18 CORPORATE FITNESS DIR

Occupational Outlook Handbook
Page(s) 88,91

Guide for Occupational Exploration
09.01.01

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You can find more information about these occupations in a career library and by talking to people working in the field. This program contains 405 major occupations, but there are actually thousands of occupations. Look for other occupations in the groups in which you scored high. You can find them in books, magazines, newspapers, or by talking to people about their work.

Ask a counselor or a librarian to help you.

End of Career Finder Printout for John Smith

5. INTERPRETING Vocational Biographies CAREER FINDER

GOALS OF Vocational Biographies CAREER FINDER

Using Vocational Biographies CAREER FINDER teaches people about occupations and how their interests and values relate to them.

Vocational Biographies CAREER FINDER has been designed to meet the needs of people with low career maturity and low reading skills. It is designed for people who have little awareness of their career planning needs, either because they are very young (ages 10 - 18) or because they are not introspective. Many dislocated workers, displaced homemakers, special education students, and other special needs populations need questions which are easy to answer. Vocational Biographies CAREER FINDER asks questions about things most people have experienced by 5th grade. It also asks about things people have strong opinions about, like independence and style of dress.

Vocational Biographies CAREER FINDER asks 18 simple but important questions, then searches a list of 405 key occupational titles and selects the ones which best fit the client's requirements. Vocational Biographies CAREER FINDER always gives the user a list of the 20 best matches. The scores may be low if inconsistent answers were given, but the counselor or teacher will have a place to start the learning process. You will never have to deal with "Sorry, but there are no matches. Try again." ever again with Vocational Biographies CAREER FINDER.

Vocational Biographies CAREER FINDER shows you why the scores are high or low by showing you which answers match the requirements of the occupations and which ones do not. Thus the client can learn why some occupations would be a better match than others. Clients can also learn how their answers could be changed to fit themselves more realistically. This can be accomplished by looking at "FIT" for an occupation that, in the opinion of the client and the counselor, would be a good fit. By studying the requirements listed, and the answers to the questions, the client can learn the applied meanings of the questions and how they relate to themselves.

It is our hope that Vocational Biographies CAREER FINDER is never used in a literal way. For example, to only have clients look at occupations that have a score over ???(whatever) would be misuse of the program. All of the occupations listed on the printout should be considered because they are the best 20 matches out of the 405 key occupational titles. The user or client is the best judge of what occupations to consider. If they do not like the occupations on their list, they should re-do their questions. After using Vocational Biographies CAREER FINDER, they should be able to explain WHY they prefer one occupation over another.

WHAT THE ANSWERS MEAN

Vocational Biographies CAREER FINDER incorporates the most demanding standards for career planning materials and uses the latest statistical information available from the U.S. Department of Labor. Traits described in the various questions and answers are matched to the best standardized occupational data available for each of the 405 key occupational titles in the program.

The definitions shown here were used in coding the occupations. This information is given to help counselors better understand the questions and answers so they can aid clients in making choices and interpreting results.

INTERESTS

Which types of activities do you enjoy most? Think about jobs you have held, classes you have taken, hobbies, recreation, and things you do with your friends or family. Decide how much you enjoy each area and choose your answer.

1. USING WORDS

Think about your experiences in studying English, journalism, or drama. Do you enjoy reading, writing or speaking? Using words at a high level means using words very carefully or understanding difficult words. Using words at a low level means that words are not important in your work. Decide how much you want to use words.

3=High 2=Medium 1=Low 0=Skip this question

This is the same concept as Verbal Aptitude in the DOT. It is not just reading or writing; it is not about grammar.

High = you must use words very carefully or understand difficult words. This does not necessarily mean sophisticated words. For example, counselors must use words very carefully and know how to listen for nuances in what people say. Examples: lawyer, clergy, counselor, teacher, writer.

Medium = you must use or understand words as well as most adults.

Low = words are not important in your work. This means you are not as often required to talk, read, or write to do your job. Examples: bookkeeper, computer programmer, maintenance mechanic, metal refiner, warehouse worker, furniture mover.

2. USING NUMBERS

Think about your experiences in studying math. Do you enjoy solving numerical problems or doing calculations? Using numbers at a high level means thinking about numerical problems or interpreting statistics. Using numbers at a low level means seldom using numbers in your work.

3=High 2=Medium 1=Low 0=Skip this question

This is the same concept as numerical ability in the DOT.

High = doing a lot of calculations accurately or thinking about numerical problems, or understanding and interpreting statistics. This level requires numerical reasoning used in science and higher mathematics. Examples: architect, dentist, physicist, meteorologist.

Medium = doing some calculations, like adding up bills, averaging grades, or deciding how many items to order. Even if you use a calculator, you must understand how the calculations are made and judge the accuracy of the numbers shown. Examples: waiter or waitress, nurse, bank teller, tax preparer, loan officer, salespeople.

Low = seldom having to use numbers. Examples: counselor, receptionist, lawyer, mail carrier, bartender.

3. UNDERSTANDING SCIENCE

Think about your experiences in studying science. Do you like to know why things happen and how they work? Do you like biology, chemistry, physics, geology, or astronomy? A high level of science means you study at least one type of science in college and use this information in your work. A low level means you do not use science in your work.

3=High 2=Medium 1=Low 0=Skip this question

This is defined as a concept in the Guide to Occupational Exploration science cluster.

High = studying at least one type of science (biology, chemistry, physics, geology, astronomy) in college and using this information in your work. These are people normally considered to be physical or life scientists.

Medium = take high school science courses and use this information in your work. Examples: food service, pest control, gardener, animal trainer.

Low = seldom needing science in your work. Even though a person may be surrounded by high technology, they don't need to understand it to do their work. Examples: cashier, parole officer, librarian.

4. UNDERSTANDING PEOPLE

Think about your experiences in social studies courses. Do you like to figure out why people do the things they do? Do you try to understand the problems our government faces and how to solve them? Do you like to read about the past? Do you enjoy history, geography, government, sociology, psychology, or anthropology? A high level of understanding people means studying at least one social science in college and using this information in your work. A low level means you do not need to understand others in your work.

3=High 2=Medium 1=Low 0=Skip this question

High = studying at least one type of social science (history, geography, government, sociology, psychology, anthropology) in college and using this information in your work. Examples: social research occupations, psychologist, social worker.

Medium = having to think about problems faced by other people and understand the problems. Examples: administrative, health services, social service occupations.

Low = seldom needing to understand other people's problems in order to do your work. Examples: bookkeeper, cashier, mechanic, drafter.

5. USING ART

Think about your experiences in studying art. Do you like to express yourself with art? Do you care about beautiful things? Using art at a high level means writing, painting, playing music, dancing or doing other types of artistic work. Using art at a low level means that art is not part of your work.

3=High 2=Medium 1=Low 0=Skip this question

High = writing, painting, or doing other types of artistic work. In this type of work, beauty or self expression is very important. This is actually using your sense of beauty or artistic sensibility. Examples: those normally considered to be in the arts...writer, interior decorator, floral designer, commercial artist, photographer

Medium = finding new ways of doing things or new solutions to problems. It could mean sometimes using art in your work. This includes all occupations that are creative but not artistic. Examples: people finding creative business solutions or scientists.

Low = art is not used in your work and you do not need to find new ways of doing your work. The work requires few new solutions and little artistic judgment. Examples: traffic manager, accountant, nurse.

6. ATTENDING TO DETAILS

Think about high school business courses. Do you enjoy putting things in order, keeping records, or keeping track of things. A high level means you keep an office or a project orderly and running smoothly. A low level means you do not keep track of things in your work.

3=High 2=Medium 1=Low 0=Skip this question

This is the ability to notice fine details in written words and numbers. It is called checking accuracy and clerical perception in the DOL Data Display.

High = being responsible for keeping things in order, keeping records, and getting things done. Examples: administrative support, bookkeeping, secretarial, clerical worker, financial analyst, drafter, engineering technician.

Medium = following instructions and sorting, filing, typing, running office machines, or other clerical work. Most occupations require some verification of work done and use this.

Low = not needing to order things or keep track of things for other people (only for yourself). Examples: salespeople, cashier, kitchen helper, barber.

7. LEADING OTHERS

Think about the times you have been responsible for other people, either as a club officer, in your family, or in work. Do you enjoy making decisions that effect others? Do you like to have other people follow your instructions? A high level of leading means you make decisions, tell others what to do, and are responsible for the end result. A low level means you are responsible only for doing your own work.

3=High 2=Medium 1=Low 0=Skip this question

High = making decisions that affect others, telling other people what to do and being responsible for getting the work done and for the end result. Examples: managers, supervisors, administrators, teachers.

Medium = having an effect on a few others or telling a few others what to do. They have some responsibility, but their primary job is not leading others to get their work done. Examples: financial planners, engineers.

Low = only being responsible for doing your own work. Examples: artist, writer, computer repairer, stenographer.

8. HELPING OTHERS

Think about your experience in caring for others. Do you enjoy doing things for other people? Do you want to make other people's lives more pleasant? A high level means studying ways of helping others in college and doing a job that requires this training, like medicine, law, counseling, etc. A low level means you do not take care of others in your work.

3=High 2=Medium 1=Low 0=Skip this question

High = studying ways of helping others in college and doing a job which requires this training. For example: medicine, law, counseling, social service, and health service occupations.

Medium = responding to the needs of others. It is giving service to others and responding to the needs people express. This kind of helping may require some training, but not a college degree in a helping field. Examples: waitress, secretary, nurse's aide.

Low = not being expected to take care of other people in your work. Examples: credit worker, buyer, estimator, nuclear technician.

9. MAKING THINGS

Think about your experiences in shop or home economics courses. Do you make things at home or as a hobby? Do you like to make things out of wood or metal, repair or build engines or cars, sew or cook? Do you enjoy seeing the results of your work? A high level means using machines or tools skillfully and setting up the task. A low level means you do not make things and you may not work with things at all.

3=High 2=Medium 1=Low 0=Skip this question

This means being physically involved in your work with concrete objects...whether making things or creating concepts.

High = using machines or tools skillfully and setting up or designing the thing you are making. Knowing how to make things work and being able to make them work the way they are supposed to. Examples: engineer, jeweler, carpenter, artist, mechanic, photographer.

Medium = some skill is required when using machines or tools to make things.

Low = not making things in your work or not working with things at all. There is no visible product of their work. Examples: truck driver, teacher, counselor, retail store manager, customs inspector.

10. GROWING THINGS

Think about the plants or animals you have taken care of. Growing things at a high level means planning what you will grow and taking responsibility for the plants or animals. A low level means you do not want to take care of plants or animals at all.

3=High 2=Medium 1=Low 0=Skip this question?

This refers to interest in agriculture or horticulture, not necessarily skill in making things grow; it is caring about growing things. It deals with both wild and domestic plants and animals.

High = planning what you will grow and taking responsibility for the plants or animals until the project is finished. Examples: farmer, forester, biologist, wild-life specialist.

Medium = caring for plants or animals as one part of your job.

Low = not working with plants or animals in your job. Examples: economist, system analyst, traffic manager, stage hand.

TYPES OF WORK

Besides interest there are other things about work that may be important to you. The next 8 questions ask about a variety of things. Remember to choose "Skip" if the question is not important to you. If it is important to you, decide how much of it you want in your work.

11. PHYSICAL ACTIVITY

Do you like to move around and lift things? High means you move around a lot and lift things weighing 50 pounds or more. Low means you move around very little and do not lift more than 10 pounds.

3=High 2=Medium 1=Low 0=Skip this question

High = moving around a lot and having to lift 50 pounds or more. Examples: fire fighter, furniture mover, construction and mining workers.

Medium = moving around a little and having to lift 10 - 25 pounds. This is what most people do.

Low = not moving around very much and not having to lift more than 10 pounds. It is sitting a lot and moving a little. People who are mobility impaired belong here. Examples: teacher, counselor, buyer, lawyer, computer engineer.

12. CHANGE

Do you like to change often from one task to another and to do many different things each day? High means changing tasks often and doing many different things on the job, depending on what is needed. Low means you do the same thing most of the time and repeat tasks over and over.

3=High 2=Medium 1=Low 0=Skip this question

High = having several different skills and changing tasks often, depending on which skills are needed on the job. Must be alert to respond correctly; no set procedures to follow; can be exhausting. Examples: counselor, physician, administrator, plumber.

Medium = changing tasks sometimes, but not very often. This is having choices and variety, but not much change.

Low = doing the same thing for long periods of time. You might repeat a task over and over or follow a set routine. Examples: steel mill worker, dry cleaner, room clerk, ticket agent.

13. MEETING PEOPLE

Do you want to work with other people and meet new people in your work? High means talking to 10 or more people each day, not counting the ones you work with. Low means working alone or with one other person.

3=High 2=Medium 1=Low 0=Skip this question

This is public contact. It is not chatting with co-workers.

High = you would talk to more than 10 people each day not counting those you work with. They could be the same or different people, but not co-workers. Outside sales representatives are very isolated from their co-workers, but must travel, have public contact, and sell. Examples: sales person, bus driver, recreation leader.

Medium = you would talk to 3 to 10 people each day.

Low = you would work alone or with one or two other people. Examples: drafter, tree surgeon, title examiner, technical writer.

14. TRAVEL

Do you want to travel in your work? High means being away from your home and your friends for a week or longe at least once a month. Low means staying in the office or place where you work almost every day.

3=High 2=Medium 1=Low 0=Skip this question

High = you would be out of town for a week or more at least once a month. This means being away from home at night whether the days are all together or spread out over the month. This may not be glamorous at all; you may have to drive a lot, or stay in small communities or isolated areas. It involves being away from family and friends. Examples: salesperson with a territory, long-distance truck driver, pilot.

Medium = you might take short trips occasionally or you might leave the office but come home at night.

Low = you would spend most of your time working in one place. Examples: office worker, farmer, statistician, industrial engineer, product manager.

15. DRIVE

How hard are you willing to work? Do you want to do something special in your work? Do you have high goals? High means you are willing to work long hours to reach your goals. Low means you want to work only the hours you are paid to work and you want to forget about your work when you go home.

3=High 2=Medium 1=Low 0=Skip this question

This is the willingness to work hard.

High = you want to accomplish a goal and you are willing to work long hours or work really hard to reach your goal. In some occupations you are expected to work overtime and have a lot of commitment to your work. Examples: business executive, small business owner, performing artist, physician.

Medium = you might have to work overtime sometimes or work really hard to finish a project. This reflects a professional attitude...you don't leave until you finish. You make up time later.

Low = you would leave your work behind when your hours are over. If you must work overtime, you would expect to be paid extra for it. There is no professional commitment to the job; when the day ends you leave your job behind you. Examples: security guard, barber, stenographer, tree surgeon, pharmacist.

16. INDEPENDENCE

Do you want to decide how you will do your work, or do you want to be told how to do it? High independence means you accept a goal and then you decide how to reach the goal and how to spend your time each day. Low means someone tells you how to do your work and checks to be sure you do it right.

3=High 2=Medium 1=Low 0=Skip this question

This is autonomy and is correlated to education...the higher the education, the more independence you are given. It is also related to maturity. Young people want independence but must learn the responsibility that goes with it.

High = you might be assigned a goal but you are free to decide how to reach that goal and how to spend your time each day. You are responsible for getting the job done and accept responsibility for yourself. Many independent occupations require professional degrees; you are expected to make your own decisions about how work should be completed. Examples: administrator, lawyer, artist, writer, college professor.

Medium = you are assigned a task and told how to do it but no one checks to see if you are getting it done. You are given latitude within well-defined boundaries.

Low = you must do what you are told and someone checks to see how well you are doing your work. You are closely supervised and not given much responsibility for your work. Examples: data entry worker, file clerk, food service worker.

17. STYLE

How do you want to dress when you go to work? "Elegant" means the people you work with wear stylish clothes and the place you work is elegant or artistic. You are expected to wear expensive clothes to make a good impression. "Formal" means you wear a business suit or a uniform. You are expected to look good every day. "Casual" means no one cares what you wear, as long as it is reasonable.

3=Elegant 2=Formal 1=Casual 0=Skip this question

This is complicated because the environment may not match your dress. Cosmetologists must look good, but work with chemicals and wash people's hair. Janitors may clean very elegant buildings.

Elegant = the people and decor where you work would be stylish or elegant, and you would be expected to dress in the latest fashion or in expensive clothes to make a good impression. You are judged by how you are dressed. There are very few purely elegant occupations. This is setting the dress standard. Examples: president, entertainer, clothes designer, artist.

Formal = you would wear a business suit or uniform and be expected to look good every day. This is conforming to standards.

Casual = no one would care what you wear as long as it is reasonable. There are no dress restraints or standards. Examples: surveyor, civil engineer, biologist, farm worker, stock clerk.

18. TRAINING

How much education or training are you willing to get before starting to work? "High School" means you do not need any special training. A high school diploma is enough. Vocational means you need special vocational training. You can get training through an apprenticeship, a private vocational school or a community college. "College" means you need a four-year bachelor's degree from a college or university. "Graduate" means you need more than four years of college, either a masters or doctorate degree.

4 = Graduate 3 = College 2 = Vocational 1 = High School 0 = Skip this question

Graduate = more than four years of college, leading to a masters or doctorate degree. This is the standard or preferred level, but not necessarily required. Examples: librarian, university teacher, nuclear engineer, dentist, physician.

College = a four-year bachelors degree from a college or university. This is usually preferred, but experience can substitute. Examples: accountant, personnel worker, engineer, actuary, meterologist.

Vocational = training from an apprenticeship, a vocational school, or a community college. It includes other training that is less than a four-year college degree but more than high school. It also includes special training from high school such as vocational training. Examples: dancer, secretary, auto mechanic, carpenter, machinist, dental lab technician.

High School = no more than a high school diploma. This is general education with no special training. Examples: janitor, fry cook, receptionist, postal clerk, library assistant, telephone operator.

WHY ARE THE GROUPS RATED?

Vocational Biographies CAREER FINDER calculates a score for each of the 21 occupational groups and prints the group names and scores on request. The score is based on the comparison of the user's answers to the most typical occupational profile from each group. The charts on the following pages show profiles of each group's occupations.

The scores for the groups are calculated the same way as the occupational scores and are given as a percentage. Two points are given for a perfect match or a skip (since any answer will do). One point is given if the match is off by one. No points are given if the match is off by more than one. This raw score is then turned into a percentage.

Young or less mature users (who may have a hard time describing themselves) do not have enough information for making good occupational matches. For these users the group ratings may be more relevant for their exploration than specific occupations. For all users the group scores offer one more way to explore occupational options.

Counselors should encourage users to find their highest and lowest group scores. The groups with the lowest scores should not be considered for further exploration. The groups with the highest scores should be investigated further, using the Vocational Biographies printout by SOC group and the CAREER FINDER OCCUPATIONAL GROUPS handout. This describes all of the groups and gives specific names of occupations as examples, to help students expand their search activities. The latest edition of the OCCUPATIONAL OUTLOOK HANDBOOK is also organized by the SOC groups.

HOW THE SCORES ARE CALCULATED FOR THE OCCUPATIONS

Vocational Biographies CAREER FINDER calculates a score for each of its 405 occupational categories after the group scores are given. Although this is a great deal of computation for a little microcomputer, users are usually busy studying their group scores while the computer is working on the longer set of occupational calculations. So, from the user's point of view, the waiting time for the calculation is short. The actual calculation time is about 2 minutes on the Apple and about 30 seconds on IBM.

Each question is worth 2 points. Full credit is given for a perfect match or Skip. One point is given when the occupation requires one level higher or lower than the user selected. Zero points are given for answers which are more than one level away. Scores are reported as percents.

The scores are shown as a percentage and can range from 0 to 100. Fifty (50) is probably average. Perfect matches or skips for all 18 questions would give you 36 points and show on your printout as a score of 100. The scores are not comparable from one person to another, but only have meaning in relation to one another within a user's profile. The scores themselves do not indicate anything particular. One person's scores may be high because they used a lot of Skip options or because their answers happened to match some occupations very well. Another's may be low because some of their answers may be inconsistent, or because their answers happened to NOT match many occupations.

Every user gets feedback on his/her answers. Matches do not have to be perfect. The program shows the 20 best occupational matches no matter what the scores are. This always gives the counselor and client somewhere to start, then by changing answers, you can see why the scores are high or low, or which answers don't match which occupations. This is all part of the learning process that is possible with Vocational Biographies CAREER FINDER.

6. THE SOC GROUPS

WHAT IS SOC?

The STANDARD OCCUPATIONAL CLASSIFICATION (SOC) is the newest classification system for occupations (1980) developed by the U.S. Government for use in statistical analysis and presentation of data about occupations. It organizes all base titles from the DICTIONARY OF OCCUPATIONAL TITLES, FOUIRTH EDITION (DOT) and selected titles from the 1970 Census of Population CLASSIFIED INDEX OF INDUSTRIES AND OCCUPATIONS into groups on the basis of work performed.

It is designed to reflect the current occupational structure of the United States. Periodic revisions are planned for this classification system to reflect changes in the occupational structure of the U.S. labor force.

WHY WAS SOC SELECTED FOR CAREER FINDER?

Accuracy of information is of primary importance in a program such as Vocational Biographies CAREER FINDER, and we believe this classification structure will allow us to describe occupations in the U.S. labor force most accurately. We also believe the statistical labor market information provided by Vocational Biographies CAREER FINDER will be more accurate because of the mechanism provided by SOC for cross-referencing and aggregating occupation-related data collected by the various social and economic statistical reporting programs.

HOW CAN STUDENTS USE SOC?

Grouping occupations with the SOC system will help students in several ways. Not only will a more accurate picture of the current labor market be presented, with accurate information about the occupations, but students will learn how similar occupations relate to one another. The SOC groups can help students explore occupations they may never have heard of before.

The OCCUPATION OUTLOOK HANDBOOK (OOH), published by the U.S. Department of Labor, and the backbone of most career counseling programs, is now organized according to the SOC system. This means students who use Vocational Biographies CAREER FINDER to identify the SOC groups their interests match best have a direct reference to the groups of occupations described in the OOH. This makes researching occupations not included in Vocational Biographies CAREER FINDER very easy to do.

7. Vocational Biographies CAREER FINDER OCCUPATIONS

HOW THEY WERE SELECTED

The 875 occupations in Vocational Biographies CAREER FINDER were selected to represent a diverse, well-balanced sample of the current national labor market using the most current information available from the U.S. Dept. of Labor. Care was taken to also represent new and emerging occupations that will become more common in the future. These 875 occupations are grouped under 405 key occupational titles to ease use of the program.

MAINSTREAM OCCUPATIONS

Many occupations in the U.S. labor market are very, very, specialized and may only be relevant in certain regions of the country (such as "lei maker" which is found in the D.O.T.) Users of Vocational Biographies CAREER FINDER will find the 875 Vocational Biographies titles grouped into 405 occupational titles that are common in the U.S. labor market. These categories in Vocational Biographies CAREER FINDER employ 4,000 workers or more.

REALISTIC OCCUPATIONS

Many occupations in the U.S. labor market require years of experience in other jobs to meet the high qualifications needed for the work. People using career exploration programs such as Vocational Biographies CAREER FINDER are looking for occupations to start their career, or to find a new career. Therefore, most occupations in Vocational Biographies are "entry level" occupations. Entry level occupations are those that can be entered with no training or can be entered directly following a training program. The training itself qualifies them for the position. No experience is needed.

CURRENT OCCUPATIONS

The Vocational Biographies CAREER FINDER occupations are updated every year, new occupations are added and old titles removed. This ensures that new and emerging occupations will be represented and declining occupations will be deemphasized.

VOCATIONAL BIOGRAPHIES

Vocational Biographies CAREER FINDER is designed to be used with Vocational Biographies Career Library and Subscription Service, a career resource in print form presenting 875 biographies of individual workers in careers. In addition to more than double the number of titles listed in the "Information" search, the biographies offer personal information about a career. Each biography gives a unique lifelong view of a career and illustrates new career concepts such as self-identity, job progression, career planning and decision-making, lifestyle, and motivation. This in-depth personal approach makes the materials especially valuable as a follow-up reference.

A NUMERICAL LISTING OF THE Vocational Biographies CAREER FINDER OCCUPATIONS BY SOC GROUP starts on the next page. A complete list of the 875 Vocational Biographies titles in these groups follows, beginning on page 41.

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WELCOME TO CAREER FINDER

NAME_____

TODAY'S DATE_____

Career Finder asks you 18 questions about the kind of work you like to do. For each question, you can answer it or you can "Skip" it. The question you Skip will not be used in finding occupations for you. So Choose "Skip" if you don't care about a question.
Career Finder will look for occupations that fit your answers. There are no right or wrong answers. Try to be honest about yourself.

A. INTERESTS

There are 10 questions about your interests. Think about the experiences you have had in each of these areas. Think about jobs you have held, classes you have taken, hobbies, recreation, and things you do with your friends or family. For each area, you probably can remember at least one activity you have done. Decide how much you enjoy each area and choose your answer.

1. Using Words
Think about your experiences in studying English, journalism, or drama. Do you enjoy reading, writing, or speaking? Using words at a high level means using words very carefully or understanding difficult words. Using words at a low level means that words are not important in your work. Decide how much you want to use words.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

2. Using Numbers
Think about your experiences in studying math. Do you enjoy solving numerical problems or doing calculations? Using numbers at a high level means thinking about numerical problems or interpreting statistics. Using numbers at a low level means seldom using numbers in your work.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

3. Using Science
Think about your experiences in studying science. Do you like to know why things happen and how they work? Do you like biology, chemistry, physics, geology, or astronomy? A high level of science means you study at least one type of science in college and use this information in your work. A low level means you do not use science in your work.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

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4. Understanding People
Think about your experiences in social studies courses. Do you like to figure out why people do the things they do? Do you try to understand the problems our government faces and how to solve them? Do you like to read about the past? Do you enjoy history, geography, government, sociology, psychology, or anthropology? A high level of understanding people means studying at least one social science in college and using this information in your work. A low level means you do not need to understand others in your work.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

5. Using Art
Think about your experiences in studying art. Do you like to express yourself with art? Do you care about beautiful things? Using art at a high level means writing, painting, playing music, dancing, or doing other types of artistic work. Using art at a low level means that art is not part of your work.
High (3)_____
Medium (2) _____
Low (1)_____
Skip (0)_____

6. Attending to Details
Think about high school business courses. Do you enjoy putting things in order, keeping records, or keeping track of things? A high level means you keep an office or project orderly and running smoothly. A low level means you do not keep track of things in your work.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

7. Leading Others
Think about the times you have been responsible for other people, either as a club officer, in your family, or in your work. Do you enjoy making decisions that effect others? Do you like to have other people follow your instructions? A high level of leading means you make decisions, tell others what to do, and are responsible for the end result. A low level means you are responsible only for doing your own work.
High (3) _____
Medium (2)_____
Low (1)_____
Skip (0)_____

8. Helping Others
Think about your experiences in caring for others. Do you enjoy doing things for other people? Do you want to make other People's lives more pleasant? A high level means studying ways of helping others in college and doing a job that requires this training, like medicine, law, counseling, etc. A low level means you do not take care of others in your work.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

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9. Making Things
Think about your experiences in shop or home economics courses. Do you make things at home or as a hobby? Do you like to make things out of wood or metal, repair or build engines or cars, sew or cook? Do you enjoy seeing the results of your work? A high level means using machines or tools skillfully and setting up the task. A low level means you do not make things and you may not work with things at all.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

10. Growing Things
Think about the plants or animals you have taken care of. Growing things at a high level means planning what you will grow and taking responsibility for the plants or animals. A low level means you do not want to take care of plants or animals at all.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

B. TYPES OF WORK

Besides interests there are other things about work that may be important to you. The next 8 questions ask about a variety of things. Remember to choose "Skip"if the question is not imprtant to you. If the question is important to you, decide how much of it you want in your work.

11. Moving Around
Do you like to move around and lift things? High means you move around a lot and lift things weighing 50 pounds or more. Low means you move around very little and do not lift more than 10 pounds.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

12. Change
Do you like to change often from one task to another and to do many different things each day? High means changing tasks often and doing many different things on the job, depending on what is needed. Low means doing the same thing most of the time and repeating tasks over and over.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

13. Meeting People
Do you want to work with other people and meet new people in your work? High means talking to 10 or more people each day, not counting the ones you work with. Low means working alone or with one other person.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

14. Travel
Do you want to travel in your work? High means being away from your home and your friends for a week or longer at least once a month. Low means staying in the office or place where you work almost every day.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

15. Drive
How hard are you willing to work? Do you want to do something special in your work? Do you have high goals? High means you are willing to work long hours to reach your goals. Low means you want to work only the hours you are paid to work and you want to forget about your work when you go home.

16. Independence
Do you want to decide how you will do your work, or do you want to be told how to do it? High indepencence means you accept a goal and then you decide how to reach the goal and how to spend your time each day. Low means someone tells you how to do your work and watches to be sure you do it right.
High (3)_____
Medium (2)_____
Low (1)_____
Skip (0)_____

17. Style
How do you want to dress when you go to work? "Elegant" means the people you work with wear stylish clothes and the place you work in is elegant or artistic. You are expected to wear expensive clothes to make a good impression. "Formal" means you wear a business suit or a uniform. You are expected to look good every day. "Casual" means no one cares what you wear, as long as it is reasonable.
Elegant (3)_____
Formal (2)_____
Casual (1)_____
Skip (0)_____

18. Training
How much education or training are you willing to get before starting to work? "High School" means you do not need any special training. A high school diploma is enough. "Vocational" means you need special vocational training. You can get training through an apprenticeship, a private vocational school, or a community college. "College" means you need a four year bachelor's degree from a college or university. "Graduate" means you need more than four years of college, either a master's or doctorate degree.
Graduate (4)_____
College (3)_____
Vocational (2)_____
High School (1)_____
Skip (0)_____